



Michigan Department of Education No Child Left Behind Act Adequate Yearly Progress Report

School or District Information

Please provide a separate report for each school on the enclosed list.

Name of District

Name of School

Address of School

Phone

School Contact/Principal

Phone

E-Mail Address

District Contact

Phone

E-Mail Address

Check the AYP Phase that applies to this school

☐ Identified for Improvement – Phase One

☐ Corrective Action – Phase Three

☐ Continuing Improvement – Phase Two

☐ Restructuring – Phase Four

This school receives Title I Funding

☐ Yes ☐ No

Schoolwide?

☐ Yes ☐ No

The Michigan Department of Education (MDE) is requiring that each school submit evidence that it has complied with the sanctions listed in each of the AYP Phases. Those requirements are outlined in the following pages. Submit all evidence to:

Dr. Yvonne Caamal Canul, Director
Office of School Improvement
Michigan Department of Education
P.O. Box 30008, Lansing, MI 48909
e-mail: osiltresp@mi.gov
fax: 517-241-1117

The checklist at right is meant to assist schools in clarifying the sanctions in each of the AYP Phases of No Child Left Behind. It will also serve as a way of determining evidence a school or district must submit to MDE on each of its schools identified as not making AYP to verify compliance with the respective sanctions.

All evidence requested must be returned with the checklist and cover sheet for each school.

Phase One

IDENTIFIED FOR IMPROVEMENT

The following two items are mandatory for all Phases and must be submitted to MDE and must include the specified information.

- ☐ **Letter to Parents**
 - AYP status of school
 - How parents can become involved
 - Transfer option to schools within the district
- ☐ **Number of non-identified students using transfer option will be collected in summer 2004.**
- ☐ **Technical Assistance / School Improvement Plan**
 - Plan for technical assistance
 - Name and contact information of technical assistance
 - Level of enrollment of Intermediate School District/ Regional Service Agency

Phase Two

CONTINUING IMPROVEMENT

In addition to all items in Phase One above, the following must be submitted to MDE. The number of students enrolled in Supplemental Services will be collected by summer 2004.

- ☐ **Supplemental Services**
 - Evidence that parents have been informed that supplemental services are available
 - Evaluation of supplemental services

Phase Three

CORRECTIVE ACTION

In addition to all items in Phase One and Two above, select AT LEAST ONE of the following options and submit documentation to MDE as indicated. **Whatever option is chosen, a rationale for WHY that option was selected is also required.**

- ☐ **Curricular Change** (see guidelines)
 - Rationale and plan for selection of corrective approach
 - Description of why this approach constitutes corrective action
 - Plan for evaluation and funding of corrective action
 - Rationale and plan for professional development, including staff involved
 - Focus, type, schedule/calendar of professional development
- ☐ **Extend School Day/Year**
 - Provide rationale and indicate change
- ☐ **Replace School Staff**
 - Provide rationale and indicate positions that will be replaced
- ☐ **Significantly Decrease Management Authority**
 - Rationale and plan for decreasing school's management authority
- ☐ **Restructure Internal Organization** (see guidelines)
 - Rationale and plan for restructuring internal organization
- ☐ **Appoint Outside Assistance** (see guidelines)
 - Rationale and plan for on-going external assistance
 - Name and contact information of external assistance

Phase Four **RESTRUCTURING**

Year ONE is Planning.

Year TWO is Implementation of the Plan.

*In addition to all items in Phase One, Two and Three above, select AT LEAST ONE of the following options and submit documentation to MDE as indicated. **Whatever option is chosen, a rationale for WHY that option was selected is also required.***

- ☐ **Rationale and plan for replacing staff**
 - Indicate positions that will be replaced
- ☐ **Turn operation of school over to a private management company**
 - Name and contact information of management company
 - Rationale and plan for transition of operations
- ☐ **Re-open school as a Public Charter School**
 - Rationale and plan for closing and re-opening of school
 - Notification evidence – parents, community, school staff
 - Name and contact information of PSA Authorizer
- ☐ **Other major restructuring of the school's governance**
(see guidelines)
 - Identification of restructuring/reform model
 - Rationale and plan for implementation – including staff to be involved, schedule/timeline, funding resources, anticipated outcomes and evaluation design

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See “Guidelines for
Corrective Action and
Restructuring Options”
on the following pages.

Guidelines for Corrective Action and Restructuring Options

© = Corrective Action R = Restructuring Option

- © 1. **Institute a “new curriculum” along with professional development.** This option is not merely a change in textbooks or basal series. It is intended to focus on significant change in the structure or instructional design and delivery as well as an emphasis on curricular decision-making, such as mapping and/or use of a schoolwide curriculum assessment data system to drive instruction. External reform models are acceptable, but must be used as a whole school initiative. Models must include schoolwide instructional reform, not merely a change in curricular support materials. These models include:

- Coalition of Essential Schools (www.essentialschools.org)
- American Student Achievement Institute (www.asai.indstate.edu)
- Other examples are available through www.ncrel.org Catalogue of Reform Models – Whole School

All Professional Development in this option must be based on the Michigan Standards for Professional Development and include the following criteria: be schoolwide; be long-term with follow-up; include school administrator; have access to adequate funds, time, substitute teachers, materials, and outside speakers; foster agreement among participants on goals and vision; encourage collegiality; and make use of an outside facilitator.

- © R 2. **Appoint a new principal.** Provide rationale why this option will significantly change student achievement status (C) OR significantly change the school's governance (R). Provide rationale and a plan for alternative governance (R).
- R 3. **Temporarily suspend the office of the school principalship.** Have the central office take over the administration of the school through the appointment of a central office administrator to govern the school.
- © R 4. **Appoint/employ an independent “turn-around specialist” for the school.** This person would have some limited powers over the school, e.g. in decisions regarding curriculum, staff development, decision-making process, school improvement plan, etc. Powers of this specialist could be determined by:
- **The state**—if specialist were state-appointed and the school/district was required or volunteered to accept a state monitor.
 - **The local board of education**—if specialist were a district decision and the monitor would report to the school board.
- R 5. **Turn over the operation of the school to the school's School Improvement Committee (SIC)** Require the SIC to submit an action plan that will commit the staff to professional development and curriculum/instruction changes. Establish a sunset date for the SIC to give governance back to a principal. Hold the SIC accountable for school improvement within this time frame.

Guidelines for Corrective Action and Restructuring Options

C = Corrective Action **R** = Restructuring Option

- R** 6. **Instead of closing the school and reopening as a charter school, replicate the governance model of a charter school.** Establish a Governing Board to oversee the school, with representatives of the teachers, administration, parents, business and community leaders. Have the local board of education grant the Governing Board some degree of autonomy in pursuing an aggressive improvement plan. Establish a sunset date for the Governing Board to cease to exist, and hold that board accountable for school improvement within that time.
- C R** 7. **Assign a coach to the school, from the cadre of coaches trained through the Coaches' Institute.** Coaches are experienced, active or retired, administrators or teachers. The coach would, to a greater or lesser degree, become "embedded" in the school, to assist in implementing the school's aggressive school improvement, corrective action, or restructuring plan. The Coach would make recommendations to the Superintendent of the district as to the viability of continuing the operation of the school and in what manner. Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer with work staff).
- R** 8. **Close the school and reopen as a complete school of choice within the governance of the school district.** The school would need to identify itself specifically by what it would be able to offer students in terms of academic programs and expected performance. For example, a focus school where a specific approach to learning is implemented on a school wide basis. This option would require a state appointed monitor/coach to assist the school in developing its focus, mission, goals, and operational structure. Monitors/Coaches would be funded by the district and/or school using Title I funds and would be on contract for no less than 100 school days (may include summer with work staff).
- C R** 9. **Use of external-based reform model.** Model must include alternative governance approaches and schoolwide instructional reform, not merely a change in curricular materials. These models include:
- Coalition of Essential Schools (www.essentialschools.org)
 - American Student Achievement Institute (www.asai.indstate.edu)
 - Other examples are available through www.ncrel.org Catalogue of Reform Models – Whole School

The cost of all Corrective Action and Restructuring options is the responsibility of the school and/or district. The Michigan Department of Education will allocate funds to support technical assistance and professional development for schools identified as having the greatest need based on State Board of Education criteria.